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ABSTRACT

Identified are curricular items intended to develop skills pertinent to the 12 broad instructional objectives of the Basic Life Functions Instructional Program Model, a program for trainable mentally retarded children. The 12 instructional objectives are: communicating ideas, self-understanding, interacting with others, traveling, adapting to and functioning in the physical environment, maintaining health, living safely, contributing to one's financial maintenance, homemaking, appreciating material values, enjoying leisure time, appreciating beauty, and being a reliable citizen. Skills listed under the objectives include auditory and visual perceptual skills, understanding community organization, riding a city bus, knowledge of physical geographical characteristics, appropriate eating habits, using currency, lanudry and ironing skills, and craft skills. Curricular items (approximately four to 15 are noted for each skill) specify instructional activities such as matching objects, pictures, and symbols; moving body parts on verbal command; locating numbers in the telephone book; participating in competitive games; knowing how to use a bus schedule; naming days of the week, recognizing the need for medical and dental care; depositing money in the bank; frying an egg; playing relay games; singing; and obeying traffic laws. (For a related document, see EC 051 748). (GW)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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ED 075965

Possible Content Areas For Implementation Of The

BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL

Prepared by
DIVISION FOR HANDICAPPED CHILDREN
Mentally Handicapped Section

March 1973

Developed as part of an SEA Title VI-B, Education of the Handicapped Act, Project No. 30074, Grant No. 594149-73, entitled "TMR Curriculum and Assessment of Instruction for Handicapped."

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This is one of three manuscripts related to the BASIC LIFE FUNCTIONS INSTRUCTIONAL PROGRAM MODEL.

PLN: Learning to Communicate Ideas involves the development of essential perceptual and cognitive habits and skills needed to listen, speak, read, write, and manipulate concepts.

Possible Content Areas - To Develop And Maintain:

1. Visual Perception Skills

   Possible Curriculum Items:

   a. Matching objects, pictures, and symbols
   b. Discriminating objects, pictures, and symbols
   c. Visual tracking
   d. Separate figure - ground
   e. Color, size, and shape
   f. Placement - first, second, third, etc.
   g. Location in space - in-on, over-under, up-down
   h. Like - different
   i. Balance - gross and fine motor coordination
   j. Moving through space
   k. Right - left
   l. Forward - backward
   m. Determined laterality
   n. Eye - hand and eye - foot coordination

2. Auditory Perception Skills

   a. Locates noise source
   b. Matches identical sounds
   c. Matches sound and sound source (environmental)
   d. Matches sound and sound source (picture)
   e. Matches sound and sound source (word)
   f. Identifies sounds as like and different
   g. Repeats sound sequence

3. Tactual, Gustatory, And Olfactory Skills

   a. Matches objects/substances by feel
   b. Identifies objects/substances by feel
   c. Matches object, form, and symbol sequences by feel
   d. Repeat sequence by feel
   e. Matches substances by taste
   f. Identifies substance by taste
   g. Matches substances by odor
   h. Identifies substance by odor

4. Body Image

   a. Moves isolated parts of body
   b. Imitates isolated body movements
   c. Recognizes names of body parts
   d. Moves body part on verbal command
   e. Names body parts
   f. Locates body parts on three dimensional figure
   g. Locates body parts on pictures

5. Receptive And Expressive Language

   a. Follows one-two-three part commands
   b. Identify object by pointing
   c. Identify picture by pointing
   d. Identifies function of objects
   e. Identifies opposites (big-iittle etc.)
   f. Imitates speech sounds
   g. Names objects and pictures
   h. Labels actions
   i. Two word sentence
   j. Speech for greetings
   k. Three-four word situations
   l. Three four word sentences
   m. Asks questions
   n. Learn - up/down, open/shut, on/off

6. Functional Reading Skills

   a. Left to right eye movements
   b. Sight vocabulary, own name and name of peers
   c. Sight vocabulary - names of objects
   d. Sight vocabulary - actions and adjectives
   e. Safety words
   f. Label letters of alphabet
   g. Initial consonant sounds
   h. Final consonant sounds
   i. Phrases and sentences

7. Functional Writing Skills

   a. Print and write letters of name
   b. Print and write letters of alphabet
   c. Print numerals
   d. Print and write address and telephone number
   e. Print and write days of week
   f. Print and write months of year
   g. Print and write seasons of year
   h. Print time on clock

8. Functional Computational Skills

   a. Rote counting 1-20
   b. Identify numerals
   c. Associating numerals of quantitives
   d. Simple addition
   e. Simple subtraction
   f. Names coins
   g. Makes change
   h. Measurement: days
   i. Measurement: height, weight, volume, temperature
   j. Measurement: time
   k. Measurement: months, seasons

9. Functional Communication Skills

a. Recites name, address, telephone number
b. Names sex
c. Answers telephone and uses appropriately
d. Dials telephone
e. Locates number in telephone book

PLN: Learning to Understand One's Self and Get Along with Others involves the essential habits, attitudes, and skills necessary to use social activities and customs, to understand and adjust to one's strengths and weaknesses, to develop values consistent with our society and to develop the ability to get along with others (such as peers, family, groups, authorities, opposite sex, strangers, etc.) in social relationships.

Possible Content Areas - To Develop And Maintain:

1. Self Image

   Possible Curriculum Items:

   a. Characteristics of self
   b. Discrimination of own name from others
   c. Knowledge of sexual differences
   d. Understanding of feelings (happy - sad)

2. Concept Of Likenesses And Differences

   a. Different races (skin color)
   b. Different religions
   c. Different abilities (job)
   d. Different hobbies

3. Readiness Skills for Interaction

   a. Imitation
   b. Initiate action to obtain objects (means to end)
   c. Attending to activity for period of time
   d. Proper use and care of toys
   e. Emotional control

4. Interaction Skills

   a. Interacting with adult
   b. Parallel play
   c. Cooperative play
   d. Initiating interaction
   e. Understanding possession
   f. Sharing
   g. Choosing friends
   h. Participation in competitive games
   i. Appropriate verbal responses (thank you, please, etc.)
   j. Appropriate gestures (handshake, etc.)

5. Understanding Of The Family

   a. Members of the family
   b. Role and responsibilities of members

6. Understanding Of Rules In School And At Home

   a. Compliance to commands
   b. Compliance to rules
   c. Appropriate response to authority figure
   d. Know right from wrong

7. Ability To Take On And Complete A Classroom Or Family Responsibility

   a. Care of pet
   b. Complete special project
   c. Prepare project with classmate
   d. Complete daily chores at home

8. Understanding Of Neighborhood

   a. Where you live
   b. Characteristics of neighborhood
   c. Who are your neighbors
   d. Street names

9. Understanding Of Community

   a. Name of town
   b. Parts of town where other people live
   c. Public officials
   d. Community helpers

10. Skills For Behaving Appropriately Within The Neighborhood And Community

   a. In restaurant
   b. On bus
   c. In movies
   d. In church
   e. At friend's house

PLN: Learning to Travel and Move About involves the acquisition of the essential habits, attitudes, and locomotor skills necessary for transporting one's self in home, in school, and in the neighborhood, within the city, and to distant places.

Possible Content Areas - To Develop And Maintain:

1. Locomotor Skills

   Possible Curriculum Items:

   a. Walking
   b. Running
   c. Ascending-descending steps
   d. Jumping
   e. Skipping

2. Appropriate Locomotor Skills

   a. Walking in halls of school
   b. Walking when crossing streets
   c. Walking up and down steps
   d. Running when playing active games

3. Skills For Transporting One's Self Around School Grounds

   a. Locate own classroom
   b. Locate friends' classrooms
   c. Locate lunch room
   d. Locate gym
   e. Locate office

4. Habits For Riding A School Bus

   a. Know bus schedule
   b. Board bus at appropriate times
   c. Acceptable behavior while riding bus
   d. Identification of bus driver
   e. Identification of bus by number

5. The Ability To Follow Directions

   a. One component directions in classroom
   b. Two component directions in classroom
   c. Three component directions in classroom
   d. Discriminate right turn-left turn
   e. Label stop sign-stop light
   f. Label street names
   g. Follow one-two-three component directions around neighborhood

6. Skills For Transporting One's Self Around Neighborhood

   a. Read street signs
   b. Locate designated streets
   c. Locate neighbor's home
   d. Locate neighborhood stores
   e. Cross street at corner and with light
   f. Cross at appropriate times (walk-don't walk)

7. Habits For Riding A City Bus

   a. Knows bus fare
   b. Knows bus schedule
   c. Reads bus schedule
   d. Locate bus stop
   e. Identify correct bus
   f. Follows correct procedure for boarding and deboarding bus
   g. Knows where to get off bus

8. Habits For Use Of A Cab

   a. Procedure for telephoning cab
   b. Telling driver destination
   c. Paying driver

9. Habits For Use Of Other Modes Of Transportation

   a. Making reservations
   b. Obtaining tickets
   c. Identification and location of gate
   d. Boarding procedure
   e. Appropriate behavior while traveling
   f. Deboarding procedure

PLN: Learning to Adapt and Function in One's Physical Environment involves the essential habits, attitudes, and skills necessary in using tools and mechanical equipment and in understanding and adjusting to the physical environment.

Possible Content Areas - To Develop And Maintain:

1. Skill In Using Hand Tools

   Possible Curriculum Items:

   a. Proper use of hammer
   b. Proper use of saw
   c. Proper use of screwdriver
   d. Proper use of pliers
   e. Proper use of sand paper
   f. Proper use of painting equipment

2. Skill In Using Power Equipment

   a. Proper use of power saw
   b. Proper use of electric sander
   c. Proper use of electric drill
   d. Proper use of drill press

3. Measurement Skills

   a. Linear
   b. Weight
   c. Volume
   d. Temperature

4. Concept Of Weather

   a. Identify types of weather
   b. Identify seasons and their weather
   c. Identify types of storms
   d. Read a thermometer
   e. Read a barometer

5. Knowledge Of Physical Geographical Characteristics

   a. Identify bodies of water
   b. Identify clouds
   c. Identify mountains
   d. Discriminate mountains and hills
   e. Locate parts of country on a map
   f. Locate physical characteristics of parts of country

6. A Concept Of The Universe

   a. Parts of the solar system (panets, stars, etc.)
   b. Size of the solar system
   c. Our planet - earth
   d. Physical characteristics of earth (round, rotating)

e. Characteristics of the sun
f. Characteristics of the moon

7. A Concept Of Time

a. Name days of the week
b. Discriminate yesterday, today, and tomor ow
c. Identify night and day
d. Name months of the year
e. Tell time on half-hour and hour
f. Tell time - every five minutes
g. Tell time - every minute

PLN: Learning to Keep Healthy involves the essential habits, attitudes, and skills necessary for developing and maintaining the body through nutrition, physical fitness, personal care, and skills necessary for the prevention and treatment of illness.

Possible Content Areas - To Develop And Maintain:

1. Skills Of Dressing Oneself

   Possible Curriculum Items:

   a. Remove shoes, trousers, coat, pullover dress
   b. Unsnap, unzip, untie, unbutton
   c. Put on shoes, trousers, coat, pullover dress
   d. Snap, zip, tie, button
   e. Choose clothing for appropriate weather
   f. Choose clothing for appropriate occasion

2. Skills Of Proper Clothing Care

   a. Overshoes, boots in proper place
   b. Hangs up clothing
   c. Folds clothing before putting away in drawers
   d. Makes minor repairs in clothing

3. Necessary Skills For Personal Cleanliness And A Well-Groomed Appearance

   a. Hand - face washing
   b. Brushing teeth
   c. Bathing
   d. Toileting
   e. Washing hair
   f. Use of deoderant
   g. Wiping nose
   h. Combing hair
   i. Cuts and cleans fingernails
   j. Shaves

4. Appropriate Eating Habits

   a. Drinking from cup
   b. Using utensils
   c. Acceptable table behaviors
   d. Select healthful diet

5. Fundamental Non-Locomotor Patterns

   a. Head control
   b. Sitting
   c. Standing
   d. Bending
   e. Stretching
   f. Twisting

6. Fundamental Locomotor Patterns

   a. Rolling
   b. Crawling
   c. Creeping
   d. Walking
   e. Running
   f. Climbing steps
   g. Hopping
   h. Skipping
   i. Jumping

7. Physical Fitness

   a. Toe touch
   b. Sit-ups
   c. Push-ups
   d. Running broad jump
   e. Running high jump
   f. Climbing a ladder
   g. Chinning
   h. Endurance

8. Illness Prevention Habits

   a. Indicates when feeling ill
   b. Regular rest and exercise
   c. Takes medication at designated times
   d. Selects appropriate clothing for weather
   e. Recognizes need for medical and dental care
   f. Cooperates with doctor and dentist

PLN: Learning to Live Safely involves the essential habits, attitudes, and skills necessary for safety in play, in work, in locomotion, and in emergency.

Possible Content Areas - To Develop And Maintain:

1. Safety In The School

   Possible Curriculum Items:

   a. Seek assistance of teacher
   b. Walking in halls
   c. Following procedure for fire drill
   d. Identifies fire exits
   e. Following procedure for disaster
   f. Acceptable play ground behavior
   g. Correct use of playground equipment
   h. Correct use of climbing equipment
   i. Remains seated on the bus

2. Safety At Home

   a. Clears cluttered pathways
   b. Avoids unprotected windows and balconies
   c. Proper use of household cleaners and poisons
   d. Identifies words and symbols for poison
   e. Proper use of appliances
   f. Proper procedure for changing light bulbs
   g. Regulate hot water
   h. Proper use of sharp objects
   i. Proper use of matches
   j. Avoid hot objects and surfaces
   k. Careful transportation of liquids

3. Safety In The Community

   a. Seeks assistance of police
   b. Seeks assistance of firemen
   c. Safe conduct in moving vehicles
   d. Safe conduct when swimming
   e. Walks when crossing streets
   f. Crosses at crosswalk
   g. Identifies stop sign and crosses appropriately
   h. Identifies traffic light and crosses appropriately
   i. Identifies walk-don't walk and crosses appropriately
   j. Identifies pedestrian crossing and crosses appropriately
   k. Identifies railroad crossing and crosses appropriately
   l. Identifies danger sign and avoids object or area
   m. Identifies thin ice sign and avoids ice

4. Habits, Skills And Attitudes For Dealing With Emergency Situations

   a. Recognizes need for police assistance
   b. Recognizes need for firemen assistance
   c. Recognizes need for neighbor assistance
   d. Recognizes need for ambulance assistance

e. Calls appropriate party for assistance
f. Treats minor burns
g. Treats minor cuts
h. Puts out proper fire
i. Puts out grease fire

PLN: Learning to Contribute to One's Financial Maintenance involves the essential habits, skills, and attitudes necessary to be an adjusted worker, including the essentials of budgeting and handling money.

Possible Content Areas - To Develop And Maintain:

1. Identify Jobs And Their Purpose

   Possible Curriculum Items:

   a. Community helpers
   b. Communication jobs
   c. Food jobs
   d. Transportation jobs
   e. Maintenance

2. Personal Habits Necessary For Holding a Job

   a. Well groomed appearance
   b. Being courteous
   c. Following directions
   d. Working for long periods of time
   e. Being on time
   f. Accepting criticism

3. Skills For Obtaining A Job

   a. Fill out job application form
   b. Read want ads
   c. Know employment agencies
   d. Follow procedure for using employment agency
   e. Expressing oneself in an interview

4. Knowledge And Skills Necessary To Hold A Job

   a. Use of time clock
   b. Understanding of pay scale
   c. Identify work hours
   d. Identify employment benefits
   e. Label possible responsibilities of various jobs

5. Pre-Workshop Skills

   a. Sorting
   b. Stacking
   c. Folding
   d. Matching
   e. Assembling
   f. Packaging
   g. Collating
   h. Typing
   i. Stapling

6. Skills For Specific Jobs

   a. Items for custodial skills
   b. Items for laundry skills
   c. Items for kitchen skills
   d. Items for child care skills
   e. Items for nurses aide skills

7. Skill In Using Currency

   a. Identify and label currency
   b. Associate value with currency (e.g., how many pennies make a nickel)
   c. Make change for .10¢, .25¢, .50¢, $1.00
   d. Purchase item receiving correct change

8. Skills For budgeting Money

   a. Separate luxury vs. essential purchases
   b. Plan weekly and monthly expenditures
   c. Determine luxury allowances
   d. Keep a record of expenses

9. Skills For Maintaining A Checking And Savings Account

   a. Fill in a check
   b. Cash a check
   c. Deposit money in checking account
   d. Deposit money in savings account
   e. Pay monthly bills
   f. Label quarterly interest

PLN: Learning to Assist in Homemaking involves the essential habits and skills for maintaining a house and feeding and clothing oneself.

Possible Content Areas - To Develop And Maintain:

1. Skills For Use Of Kitchen Utensils

   Possible Curriculum Items:

   a. Stirring
   b. Measuring
   c. Spreading
   d. Cutting
   e. Folding
   f. Pouring

2. Skills For Use Of Electrical Equipment

   a. Electric mixer
   b. Blender
   c. Toaster
   d. Can opener
   e. Electric knife

3. Skills For Meal Preparation

   a. Setting the table
   b. Choosing utensils
   c. Gathering proper ingredients
   d. Preparing sandwich
   e. Frying an egg and bacon
   f. Prepare sample mixture
   g. Prepare small casserole
   h. Read a recipe
   i. Planning a menu

4. Skills For Meal Clean-Up

   a. Wash dishes
   b. Dry dishes
   c. Put away dishes
   d. Proper use of dishwasher
   e. Wiping off table and counters
   f. Covering and storing food

5. Shopping Skills

   a. Prepare food list
   b. Locate food in store and check off list
   c. Select fresh goods
   d. Compare prices of brands

6. Cleaning Skills

   a. Dusting
   b. Vacuuming
   c. Wiping up spills
   d. Emptying trash
   e. Polishing windows
   f. Mopping floor
   g. Sweeping floor
   h. Making a bed

7. Laundry And Ironing Skills

   a. Sort white and dark wash
   b. Proper use of washing machine
   c. Proper use of dryer
   d. Proper use of coin washer
   e. Proper use of coin dryer
   f. Sort Clothes
   g. Fold clothes
   h. Hang and put away clothes
   i. Fill and plug in iron
   j. Regulate heat
   k. Proper manipulation of iron
   l. Iron pillowcase
   m. Iron sheet
   n. Iron shirt

8. Sewing Skills

   a. Label sewing materials
   b. Label use of materials
   c. Thread a needle
   d. Mend seams
   e. Label parts of sewing machine
   f. Sew on a straight line without thread
   g. Thread machine
   h. Simple construction (i.e., aprons)

9. Skills For Gardening And Yardwork

   a. Identify tools
   b. Label purpose for tools
   c. Mow lawn
   d. Rake leaves
   e. Shovel walk
   f. Weed garden
   g. Care for house plants

PLN: Learning to Appreciate Material Values involves developing attitudes and values necessary to appreciate one's own properties and the property of others.

Possible Content Areas - To Develop And Maintain:

1. Attitudes And Skills For Care Of Possessions

   Possible Curriculum Items:

   a. Picking up and putting away
   b. Cleaning possessions when appropriate
   c. Putting name on possessions
   d. Brushing and hanging up clothing
   e. Verbalize importance of caring for possessions

2. An Understanding Of Lending And Borrowing Possessions

   a. Label owner of possession
   b. Know rights of owner
   c. Know responsibilities of borrower
   d. Know what can be borrowed
   e. Know what can be lent
   f. Care for other's possessions

3. An Understanding Of Public Vs. Private Property

   a. Identify public property
   b. Identify private property
   c. Identify which property can and cannot be used
   d. Give reasons why certain property can and cannot be used

PLN: Learning Good Use of Leisure Time involves the essential habits, attitudes, and skills necessary for locating and utilizing desirable sources of recreation.

Possible Content Areas - To Develop And Maintain:

1. Basic Ball Skills

   Possible Curriculum Items:

   a. Catching
   b. Rolling
   c. Kicking
   d. Throwing
   e. Bouncing

2. Participation In Low-Organization Action Games

   a. Relay races
   b. Pursuit games
   c. Circle ball games
   d. Tether ball
   e. Four square
   f. Badminton

3. Participation In High Organization Active Games

   a. Basketball items
   b. Softball items
   c. Volley ball items
   d. Bowling items

4. Swimming Skills

   a. Submerging in water
   b. Breath control
   c. Kicking
   d. Floating
   e. Gliding
   f. Combination of arms and kick
   g. Combination of breathing, arms, and kick
   h. Jumping into water
   i. Diving into water

5. Track And Field Skills

   a. Running a specified distance
   b. Starting on signal
   c. Standing broad jump
   d. Running broad jump
   e. Softball throw
   f. Relay

6. Skill In Card Games

   a. Shuffling
   b. Dealing
   c. Taking turns
   d. War
   e. Concentration
   f. Twenty-one

7. Skill In Miscellaneous Games

   a. Picture lotto
   b. Color lotto
   c. Bingo
   d. Miscellaneous children's games
   e. Puzzles

PLN: Learning to Appreciate, Create, and Enjoy Beauty involves the essential habits, attitudes, and skills necessary to express oneself through crafts, art, and dancing.

Possible Content Areas - To Develop And Maintain:

1. Basic Artistic Skills

   Possible Curriculum Items:

   a. Use of scissors
   b. Use of paste and glue
   c. Use of crayons - pencils
   d. Tearing paper
   e. Finger painting
   f. Painting - tempera
   g. Straw painting
   h. Printing (block, sponge, etc.)
   i. Folding paper designs
   j. Use of chalk
   k. Drawing (pencil, crayon, etc.)
   l. Collage

2. Craft Skills

   a. Construction of coiled pot
   b. Construction of pinch pot
   c. Glazing and firing of pot
   d. Simple weaving
   e. Simple stitchery
   f. Rug construction
   g. Paper mache construction
   h. Mosaics

3. Rhythmic And Musical Skills

   a. Clapping a beat
   b. Label musical instruments
   c. Identify musical instruments by sound
   d. Play musical instrument
   e. Play musical instrument duplicating rhythmic pattern
   f. Marching to various rhythm
   g. Moving body parts in action songs
   h. Singing
   i. Distinguish between loud-soft, fast-slow, start-stop

4. Skills For Dancing

   a. Folk dancing items
   b. Square dancing items
   c. Popular dancing items
   d. Modern dancing items

PLN: Learning to be a More Reliable Citizen involves the essential habits, attitudes, and skills necessary to understand and participate in the democratic process and to exercise one's rights, privileges, and responsibilities as a citizen.

Possible Content Areas - To Develop And Maintain:

1. A Concept Of The Democratic Process In The School

   Possible Curriculum Items:

   a. State criteria of a democracy
   b. Procedure for voting
   c. Choose classroom leaders and responsibilities
   d. Discuss and vote on classroom rules
   e. Discuss and vote on contingencies for rule infractions
   f. Participate in group project

2. A Concept Of Democratic Process In The Community

   a. Discuss voting for public officials
   b. Identify public offices at state and local levels (governor, mayor, etc.)
   c. Name officials of these offices
   d. Responsibilities of governor
   e. Responsibilities of mayor
   f. Responsibilities of alderman

3. A Concept Of The Democratic Process Of The Country

   a. Identify public offices at national level (president, vice-president, senator, congressman)
   b. Identify officials of these offices
   c. Discuss term of president
   d. Responsibilities of president and vice-president
   e. Responsibilities of senator and congressman

4. A Concept Of Citizens' Rights

   a. Assistance of police
   b. Assistance of firemen
   c. Freedom to discuss opinions
   d. Right to go to school

5. A Concept Of Citizens' Privileges

   a. Library
   b. Neighborhood center
   c. Neighborhood activities
   d. Public property use

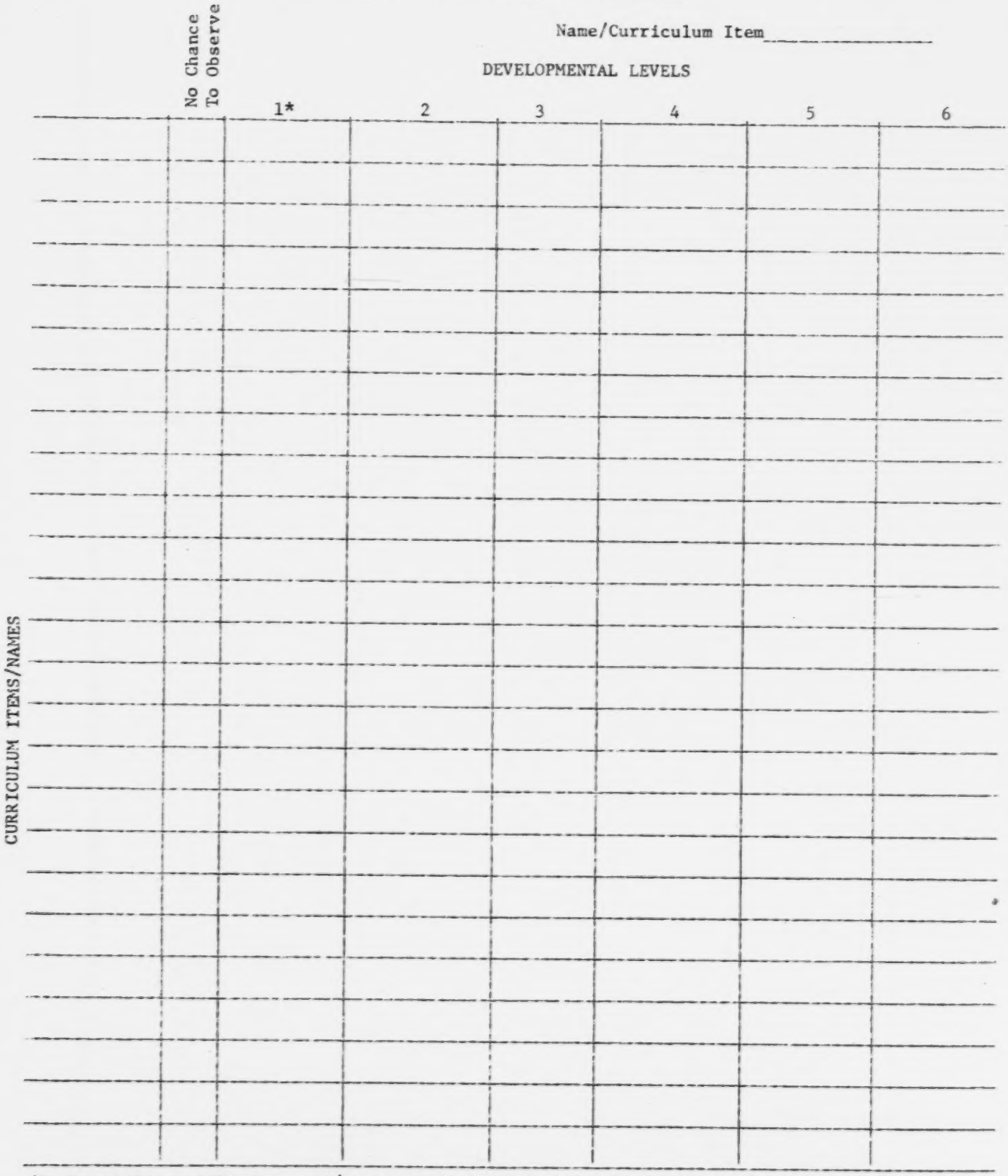
6. A Concept Of Citizens' Responsibilities

a. Obey traffic laws
b. Obey criminal laws
c. State purpose for court
d. Understand court procedure
e. Care for public property
f. Respect authority of policemen, parent, and teacher

50-66-BK-3426

Current Instructional Program Assessment

Name/Curriculum Item_____

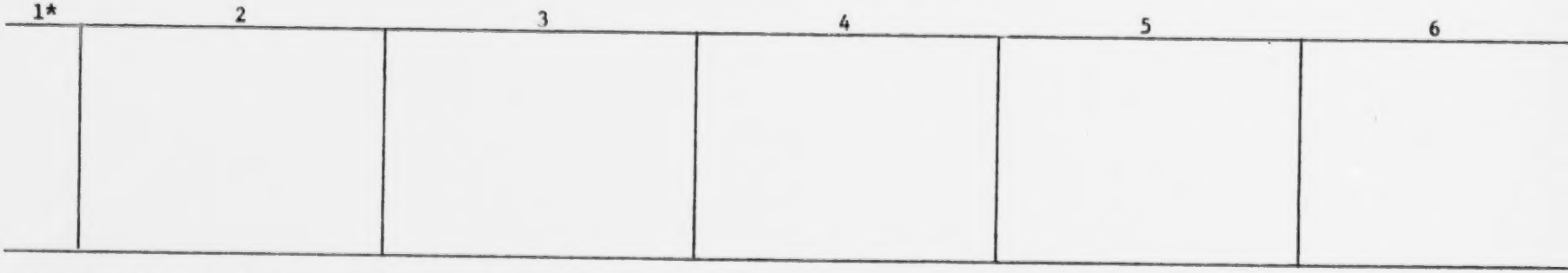


*Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.

Curriculum Format

Persisting Life Need: _____
Content Area: _____
Item: _____

DEVELOPMENTAL LEVELS



*Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.

Skill Description

To achieve mastery at number:

2.

3.

4.

5.

6.

Prerequisite Skills

1.

2.

3.

4.

5.

6.

7.

Equipment and Materials

1.

2.

3.

4.

5.

Activities

1.

2.

3.

4.

Curriculum Format

Persisting Life Need: _____

Content Area: _____

DEVELOPMENTAL LEVELS

CURRICULUM ITEMS	1	2	3	4	5	6
	Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.					

Content Area Assessment

Persisting Life Need: _____

Content Area: _____

Name _____

DEVELOPMENTAL LEVELS

CURRICULUM ITEMS	No Chance To Observe	1*	2	3	4	5	6

*Lacks skills, abilities, and/or attitudes required for beginning instruction on that item.

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